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Wiki # 7

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CBSE 7201T Fall

Mcgee, M. L., Ukrainetz, A. T. (2009). Using Scaffolding to Teach Phonemic

Awareness in Preschool and Kindergarten. *The reading Teacher*, *62*(7), p. 599-603

doi: 10.1598?RT.62.7.6

The article looks at a scaffolding technique for instructing kindergartens in phonemic awareness, the model consist of three levels of scaffolding intense, moderate and minimal. Intense level students isolate the first sound of word while teacher scaffold by providing emphasis according to degree of scaffolding students need, moderate level less scaffolding is given to students as they isolate and emphasize the first sound of word by bouncing and emphasizing the sound and minimal level teacher hardly stress the first sound while saying the word. Data were collected on the model in over 30 classrooms, over 75% of preschool children enter kindergarten were able to isolate 7 or more of 1o beginning sounds, while 5% of preschool students could not.

(2)

Read, S. (2010). A Model for Scaffolding Writing Instruction: IMSCI *The reading*

*teacher.* *64*(1), p. 47-52. doi: 10.1598/RT.64.1.5

The article focused on the MSCI model based on the scaffolding technique which is used to teach writing by using genre. IMSCI is an acronym which stands for inquiry, model, shared writing, collaborative writing and independent writing. The model is based on the principle that students will write in different genre or for different purpose when they know how books in different genre are organized. In the inquiry phase teacher familiarize student to the genre by introducing the genre read aloud and engage them to the features or organization of the genre, after an understanding of the text features is developed teacher models the writing process and modeling is sometimes substituted by shared writing. Shared writing teacher and students write a text, they engage in making decision e.g. sentence structure, organization. Collaborative writing student work together to write a text as teacher gradually remove scaffolding and Independent writing students work independently to writ text, teacher scaffolding was removed previously.

(3)

Casbergue, R. M. (2011). Assessment in Instruction in Early Childhood Education:

Early Literacy as a Microcosm of Shifting Perspective. *Journal of Education*, 190.

Retrieved from: <http://ehis.ebscohost.com.ez-poy.brooklyn.cuny.edu>

The article discussed on the method by which students at the early childhood stage are assessed for literacy instruction using standardize tests, he believed students at this stage should be assessed by observing them developing skills e.g. the development of finer mussels that are important for writing. Based on Piaget's theory of cognitive development students should be taught and assessed by their stage of cognitive development, students at this stage are not fully developed cognitively so they should be assessed on the development of the fundamental skills that are essential for literacy development. These skills can be observed and document during playing participating in discussion retell story whish are less stressful situations.

(4)

Wingate , U. (2012). Uning Academoic Literacis and genre-based models for academic

writing instruction: A ‘ literacy’ journey. *Journal of English for Academic Purpose,*

*11,* 26-37. doi:10.1016/j.jeap

The article discussed three approaches the author used to teach writing at King’s College London to get a theoretical understanding and practical experience on the approaches. The three approaches are discipline- specific, online writing support, embedded writing support and genre-based writing instruction. The approaches were administered in sequence; each sequence was evaluated at the end so that the researcher could identify the weakness in each approach. The findings of the research indicated that all three approaches were suited but limited by their specific content, the genre approach seems more effective, but more work need to evaluate its impact. Academic writing instruction should be give using more than one strategy as strategies can be combined to further enhance academic writing programs.

(5)

Fowler, E., Irwin, R.. J., Moore, L. D., & Tornatore, A. Lauren. (2012). Expanding on

Early Literacy. *Children and Libraries, 10.* Retrieved from: <http://ehis.ebscohost.co.ez->

Poxy.brooklyn.cuny.edu

The article identifies some emerging literacy skills that impact on learners in later years and strategies educators can use to develop these skills in young children. The emerging literacy skills are alphabet knowledge, concepts about print, phonological awareness, and expressive vocabulary. Learners who acquire these skills early in life are likely to succeed in reading as they grow while those who do are likely to lag behind. No single approach is sufficient to let a child read so emphasis should be placed on all the strategies helping learners to develop a rich vocabulary, associate sounds to words, know about books by exposure to a print rich picture rich environment.